

# Quarter Times

03 5929 2055

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Issue 12 Thursday 14<sup>th</sup> August 2025

## Important Dates and Reminders:

Friday 15 <sup>th</sup> August	Assembly 2:30pm
Friday 22 <sup>nd</sup> August	Book Week Character Dress Up Day, Parade at 9:00am
Thursday 28 <sup>th</sup> August	Grade 5/6 Parliament Incursion
Friday 29 <sup>th</sup> August	Assembly 2:30pm
Thursday 4 <sup>th</sup> September	Grade 5/6 Parliament Incursion
Friday 5 <sup>th</sup> September	Fathers and Families Picnic
Wednesday 10 <sup>th</sup> September	Summer Lightning Prem

**BOOK AN Adventure**

Come to school dressed as your favourite book character!

**Book Character Dress Up Day**

**Friday 22nd August**

A Book Character Parade will be held in the gym at 9am. Families welcome.

Prizes for Best Dressed & Most Creative Costumes



**A**  
Acceptance



**C**  
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## Principals Message

Dear Families,

The City of Casey has many resources that we have shared previously around traffic and road safety.

Getting children to school safely is everyone's job!

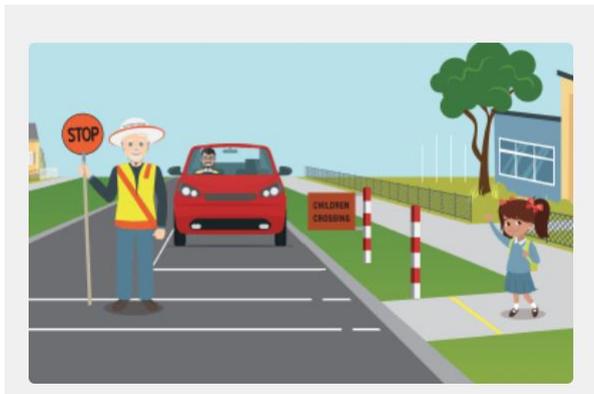
- Think before you park, drive, drop off and pick up.
- Be careful around schools, follow signs and obey the road rules.
- Slow down and be alert! Children can be unpredictable.

Here is a great video to remind drivers of safe driving practice:

[https://www.youtube.com/watch?v=PyACBb9x7\\_U](https://www.youtube.com/watch?v=PyACBb9x7_U)



At school crossings:



Drivers must not overtake a vehicle stopping/stopped at the School Crossing.

Keep the School Crossing Clear. Do not stop your car at the crossing. Blocking the crossing is not only against the law but also dangerous for everyone.

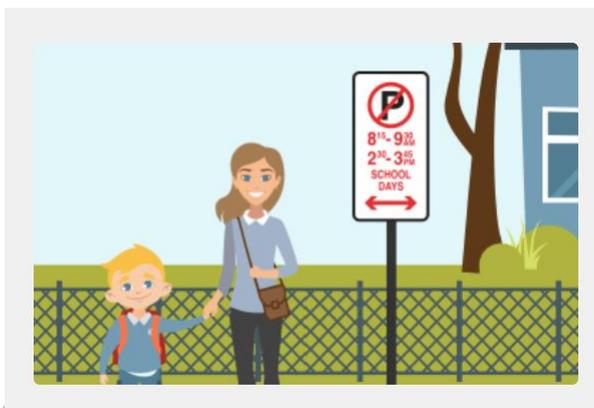
Drivers must stop if a child or adult is about to cross or is crossing while flags are displayed, even if there is no Crossing Supervisor.

Drivers must stop if a handheld "Stop" sign is displayed.

Drivers must proceed only when all children and adults, including the School Crossing Supervisor, are clear of the crossing.

Drivers must approach at a speed slow enough to stop safely, if necessary. Drivers should always watch out for children near schools.

At drop-off and pick up zones:



A school drop-off and pick up zone is a special place to drop off or quickly pick up your child from school. School drop-off and pick-up are the busiest times of the day. Many children, parents and cars are all trying to get to the same place at the same time – with limited car parking.

Quick drop-off/pick up - 2 minutes only

Do not leave your car



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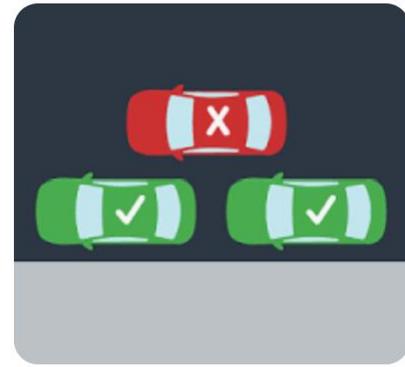
Move as far up as you can. Child not there? Drive out and come back

Do not park here and wait

NO PARKING sign means that the area is a drop-off/pick up zone. The times may differ at your school, but the rules are the same. Fines can apply if the signs are not followed.

Double parking is unsafe and puts all road users at risk.

*A friendly reminder for all road users to stay safe and do the right thing. A very big thank you to our road users who do the right thing all the time, even when no one is watching.*



## Prep 2026:

Acceptance letters have been mailed to families. Please complete the enrolment form and provide the required documentation to confirm your child's enrolment.

## Social Media and Behaviour Outside School Hours:

The Federal Government is undertaking changes on the age children can engage with social media.

<https://www.esafety.gov.au/about-us/industry-regulation/social-media-age-restrictions>

This link provides information of the new changes and how parents can support families to navigate the changes.

In Australia, a new law will take effect on December 10, 2025, raising the minimum age for using social media platforms to 16. This means that individuals under 16 will not be allowed to create or maintain accounts on platforms like Facebook, Instagram, Snapchat, TikTok, X, Reddit, and YouTube.

Unfortunately, as our Grade 5/6 families were **informed of unkind use on a social media platform** this week. Everyone has a part to play in protecting our children from emotional, physical and social harm, no matter where that takes place. Please be aware of how you can support your child to be safe online. Be aware of what platforms they are accessing. Being anonymous on social media can create a false sense of it is ok to be unkind. However, the social and emotional damage is very real and people are hurting. Take action to support your child to be kind when nobody is watching, to be kind all the time and be the friend to others that they expect others to be to them.

We need to work together to stamp out the harmful use of social media. Limiting children's access and monitoring their usage are both helpful strategies. No access at all until they are mature enough to make sensible decisions is the best strategy. Our Digital Technology program and acceptable use agreement work towards a safer online profile, however, if families aren't on the same page, the positive work the school undertakes doesn't have the full impact. It is everybody's responsibility to make the online world safe.

Unfortunately, we have had a complaint raised of **inappropriate behaviour** by 3 of our students after school, in school uniform. The inappropriate behaviour involved property damage. Parents, please make sure you know where your child is after school and who they are with. These students were identified on CCTV and parents are being contacted once we have all the details.

As mentioned in a previous communication, principals now have more powers to suspend or expel for inappropriate behaviour out of school hours. Wearing our school uniform should be done with pride. Unfortunately, damaging someone else's property is not a proud moment for the QPS uniform or community. This is very disappointing and what may seem like a small indiscretion is not acceptable at all. Let's do better!



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Department  
of Education

## 2025 Parent / Caregiver / Guardian Opinion Survey:

2025 Parent / Caregiver / Guardian Opinion Survey:

Our school is conducting the annual Parent / Caregiver / Guardian Opinion Survey offered by the Department of Education and is seeking your feedback. The survey is designed to assist schools in gaining an understanding of families' perceptions of school climate, student behaviour, and student engagement. The survey is optional, but we encourage and appreciate your participation.

Our school will use the survey results to assist in identifying areas for improvement.

The Parent / Caregiver / Guardian Opinion Survey will be open online from Monday 18 August to Friday 19 September 2025.

All families are invited to participate in the survey.

The survey will be conducted online, only takes 20 minutes to complete, and can be accessed at any convenient time on desktop computers, laptops, tablets or smartphones.

The online survey will be available in English and 10 other languages including Arabic, Greek, Hakha Chin, Hindi, Japanese, Punjabi, Simplified Chinese, Somali, Turkish, and Vietnamese. Resources are also available in additional languages to assist parents / caregivers / guardians who speak a language other than English at home. Please reach out to your child's teacher, or the school directly for survey guides in your language.

Please call the office on 5929 2055 if you would like more information.

An invitation will be sent via the Sentral portal on Monday 18th August.

Thanks for taking the time to read this week's newsletter.

Stay safe, happy and healthy.

Liz Davey

Principal



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Acceptance



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## Wellbeing and Inclusion News

Quarters Primary School stands with schools across Australia to say NO to bullying and violence. The 2025 theme is Be Bold. Be Kind. Speak Up.

Our learners took part in a range of activities designed to raise awareness about being an upstander and taking action when something is not right.

This included an incursion organised by Brainstorm Productions called Being Brave. Being Brave was a fun and engaging performance that had students laughing, participating, and learning. The interactive show highlighted that bravery isn't about the absence of fear, but about taking action despite feeling afraid. Students connected with the high energy, relatable characters, and meaningful life lessons, and engaged in follow-up discussions to reinforce these important messages.



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## SEL STAR Award Recipients

It's time to congratulate our SEL STAR award recipients from weeks 1 and 2. These students are being acknowledged for demonstrating our ACHIEVE values and making positive contributions to our school community.



Grade	SEL Star Award Recipients Weeks 1 and 2
Prep A	Wikitoria
Prep B	Hazel
Prep C	Sifat
Prep D	Hayzel
1/2A	Delylah
1/2B	Jai
1/2C	Balraj
1/2D	Henley
1/2E	Jovan
1/2F	Gur
1/2G	Roman
3/4A	Gabbi
3/4B	Lilith
3/4C	Tamika
3/4D	Claire
3/4E	Bill
5/6A	Sammy
5/6B	Faith
5/6C	Arash
5/6D	Nilam
5/6E	Sajir
<b>Specialist Awards – Weeks 1 and 2</b>	
PE	5/6E
Visual Arts	3/4C
Auslan	Prep C
DigiTech	3/4E



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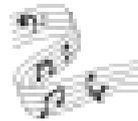
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School Celebrations



QUARTERS PRIMARY SCHOOL PRESENTS

MUSICAL CONCERT



# NO SHELF

# CONTROL

RIVER GUM PERFORMING ARTS CENTRE  
58 FORDHOLM RD, HAMPTON PARK VIC 3976  
CONCERT TIME: 5:30 PM - 7:15 PM (STARTING TO  
SEAT FAMILIES AT 5:15PM)

TIME OF ARRIVAL FOR YOUR CHILD: 4:30 PM (BRING YOUR CHILD INSIDE THE  
BUILDING, PEOPLE WILL DIRECT YOU)



get  
YOUR  
TICKETS

GOING LIVE ON 17<sup>TH</sup> AUGUST

FAMILIES, PLEASE CHECK YOUR CHILD'S GRADE-LEVEL NEWSLETTER TO FIND OUT THEIR  
PERFORMANCE DAY.

## 16<sup>th</sup> and 17<sup>th</sup> of September 2025

<https://www.trybooking.com/DDYUG>



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## QPS Recipe Collection Invitation

As part of our Cultural Project “**Finding My Place,**” we are excited to launch a **QPS Recipe Collection** to celebrate the wonderful diversity of our school community.

We warmly invite families to share their **favourite recipes**—whether it's a traditional dish passed down through generations, a weeknight favourite, or a special celebration meal. These contributions will become part of our **QPS Cookbook**, highlighting the rich cultural backgrounds that make our QPS community so unique.



### How to Contribute:

Please include the following details with your recipe:

- **Name of the dish** and **type of meal** (e.g., entrée, main, dessert, lunch, breakfast, snack)
- **Country of origin**
- **List of ingredients**
- **Step-by-step instructions**
- **Photo of the dish** (*optional but encouraged*)
- **Name of the family** submitting the recipe



### How You Can Help:

- **Spread the Word** – Encourage other families to join in! We’re looking for a wide range of recipes—from yummy baked treats to hearty family meals.
- **Get Creative** – Feel free to include **photos or drawings** of the dish, the cooking process, or even your family preparing it together. For photos: natural lighting works best and simple backgrounds help the food shine!

### How to Submit:

- Email your recipe to: [quarters.ps@education.vic.gov.au](mailto:quarters.ps@education.vic.gov.au)
- Or submit a **handwritten copy** to your child’s teacher or at office to Ms Davey or Mrs. Sanghani.

Thank you to all the families who have already contributed recipes. So far, we have received delicious dishes from **England, Fiji, Mexico, and India**. We can’t wait to discover even more of your family favourites! Let’s cook up something special together our cook book which will be



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## Grade News



# HAPPY 100 DAYS!



On the 14<sup>th</sup> of August, the Preps celebrated 100 days of school. We celebrated our successes and all the wonderful things we have learned in these 100 days.

The Preps dressed up as 100-year-old grannies and grandpas and had lots of fun taking on these roles. We did some fun activities like counting to 100, drawing ourselves as 100-year-olds and making a 100 craft. Here are some photographs of us on our 100 day celebration!







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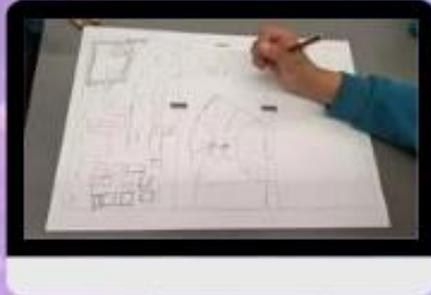
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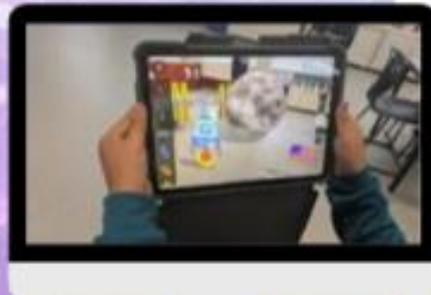
Specialist News

## DIGI TECH

Grade 1/2 Augmented Reality



Our 1/2 classes have been exploring the world of Augmented Reality.



As part of the unit of learning, students have worked in pairs to plan a story with a beginning, middle and end. They have then created and recorded their scenes on the app.

## TERM 3



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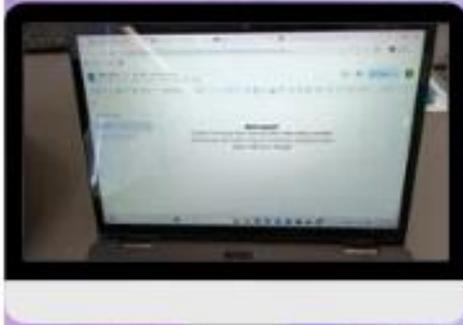
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## DIGI TECH



### Data Middle and Senior School



Our 3/4 and 5/6 classes have been exploring data this term. They have used digital tools to display the data collected, learnt how to create simple formulas in Sheets, while making observations on the patterns/trends they noticed in the data to draw conclusions.

## TERM 3



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## Navigating online bullying to create a safer digital space



Discovering that your child may be experiencing or engaging in online bullying can stir complex emotions. It's essential to recognise that help is available for both you and your child to navigate these challenging interactions and that there are steps you can take to prevent them from occurring.

### Understanding online bullying: defining the issue

Just like offline scenarios, online bullying arises from interactions where someone repeatedly engages in mean-spirited behaviour intended to cause harm. Disagreements, unwanted requests, or occasional rude actions do not necessarily constitute bullying. It's the repetitive nature and deliberate intent to inflict harm that makes it bullying.

### Where online bullying occurs: identifying the spaces

Children actively participate in online activities, including playing, learning, and socialising. As a result, bullying can manifest across various digital domains. Private group chats on messaging platforms, online gaming environments, social media posts, and public comments all serve as potential spaces for online bullying to take place.

### Recognising the signs: indicators of online bullying

As a parent, it's crucial to observe any changes in your child's behaviour that may signal their

involvement in or experience of online bullying.

Keep a watchful eye for the following behavioural shifts:

- Increased distress after using the internet or mobile phone.
- Personality changes, such as appearing lonelier or distressed.
- Unexpected shifts in friendship circles.
- Decline in academic performance.
- Altered sleep patterns.
- Avoidance of school or clubs.
- Deterioration in physical health.
- Heightened secrecy regarding online activities.

It's important to note that these changes don't definitively indicate online bullying but can serve as indicators for further investigation and support.

For online bullying to occur, there must be someone who is bullying. It is never nice to think that your child might be choosing to be a bully, but keep an eye out for things like:

- A new social circle or an increase in concern with popularity status.
- Defensive or secretive use of devices – including quick switching of screens in your presence.
- Things you hear from other people in your community.
- Use of multiple accounts – such as friends sharing accounts or logins



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- Increased behavioural issues at school.
- Increased insensitivity or aggression to others.

## Addressing the bullying: steps to take

If your child confides in you about being bullied online, it's vital to respond calmly and acknowledge their need for support.

Reacting with anger, seeking retaliation, or restricting their access to the online world may not be helpful. Instead, consider the following actions:

- Express gratitude and empathy for your child's openness, recognising the courage it takes to speak up.
- Create a conducive environment for open conversation and active listening. Find a suitable setting that aligns with your child's preferences, whether it's engaging in a walk or playtime or having uninterrupted discussions.
- Involve your child in the decision making process and openly discuss the next steps with them. Where appropriate, let them share their thoughts on how to proceed and respect their choices.
- Collect evidence of the bullying incidents. While the temptation to remove them immediately may be strong, preserving evidence ensures that the platform can respond appropriately.
- Utilise blocking features to prevent your child from encountering hurtful content. Blocking the person or group responsible offers immediate relief and protection.
- Report the bullying incidents to the relevant platform. In Australia, laws govern online bullying material, and familiarising yourself with the reporting process outlined by the eSafety Commissioner will enable you to take appropriate action on different apps.

## Addressing your child's bullying behaviour: prevention and consequences

Preventing bullying is always preferable, and this starts with cultivating empathy in your child. Encourage them to consider how they would feel if someone consistently treated them unkindly, fostering an understanding of the emotional impact.

Emphasise that there are real consequences for engaging in bullying behaviour, ranging from being banned from platforms to legal ramifications.

## Key takeaways:

1. Understand the definition of online bullying and differentiate it from occasional conflicts or disagreements in online interactions.
2. Be aware of the various digital spaces where online bullying can occur, such as private chats, online games, social media platforms, and public comments.
3. Stay vigilant for behavioural changes in your child that may indicate their involvement in or experience of online bullying.
4. When addressing online bullying, remain calm and supportive, and take steps such as preserving evidence, blocking individuals or groups, and reporting incidents to the relevant platforms.
5. Foster empathy in your child to prevent bullying behaviour by encouraging them to consider how they would feel in the recipient's position and highlighting the real-life consequences of engaging in bullying online.

 alannah & madeline  
foundation



[digitalk.org.au](http://digitalk.org.au)



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DigiTalk | Children

## Navigating online bullying to create a safer digital space

Start here



Online bullying:  
identify, stop,  
finding help.

digitalk.org.au



# Quarter Times



## FATHER'S AND SPECIAL OTHERS

PACK A LUNCH AND JOIN US FOR A SPECIAL  
COMMUNITY PICNIC WITH FRIENDS AND FAMILY

FRIDAY 5TH OF SEPTEMBER 2025  
12PM - 12:40PM



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